

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Guide for Observing and Noting Reading Behaviors	Notes
<b>1. Attention to Print Features</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Move left to right across a line of print?</li> <li>• Return to the left for a new line?</li> <li>• Match word by word while reading a line or more of print?</li> <li>• Recognize a few easy high frequency words?</li> </ul>	
<b>2. Detecting Errors</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Hesitate at an unknown word?</li> <li>• Stop at an unknown word?</li> <li>• Stop at an unknown word and appeal for help?</li> <li>• Stop after an error?</li> <li>• Notice mismatches?</li> <li>• Notice when an attempt does not look right?</li> <li>• Notice when an attempt does not sound right?</li> <li>• Notice when an attempt does not make sense?</li> <li>• Reread to confirm reading?</li> <li>• Use knowledge of some high frequency words to check on reading?</li> <li>• Check one source of information with another?</li> <li>• Check an attempt that makes sense with language?</li> <li>• Check an attempt that makes sense with the letters (visual information)?</li> <li>• Use language structure to check on reading?</li> <li>• Request help after making several attempts?</li> </ul>	
<b>3. Self-Correcting</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Reread and try again until accurate?</li> <li>• Stop after an error and make another attempt?</li> <li>• Stop after an error and make multiple attempts until accurate?</li> <li>• Reread to self-correct?</li> <li>• Work actively to solve mismatches?</li> <li>• Self-correct errors some of the time?</li> <li>• Self-correct errors most of the time?</li> </ul>	
<b>4. Searching for and Using Information</b> <b>Meaning</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Make meaningful attempts at unknown words?</li> <li>• Use the meaning of the story or text to predict unknown words?</li> <li>• Reread to gather more information to solve a word?</li> <li>• Reread and use the meaning of the sentence?</li> <li>• Reread to search for more details—information, characters, plot?</li> <li>• Reread to gather information to clarify confusions?</li> <li>• Use headings and titles to think about the meaning of a section of text?</li> <li>• Use information in the pictures to help in understanding a text?</li> <li>• Use knowledge of the genre (and its characteristics) to help in understanding a text?</li> <li>• Use knowledge of the genre (and its characteristics) to help in finding information?</li> <li>• Use readers' tools to help in finding information (glossary, index)?</li> </ul> <b>Structure</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Use knowledge of oral language to solve unknown words?</li> <li>• Reread to see if a word "sounds right" in a sentence?</li> <li>• Reread to correct using language structure?</li> </ul>	

Guide for Observing . . . (cont.)	Notes
<p><b>Visual Information</b>  <i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Use the visual information to solve words?</li> <li>• Use the sound of the first letter(s) to attempt or solve a word?</li> <li>• Use some, most, or all of the visual information to solve words?</li> <li>• Use sound analysis to solve a word?</li> <li>• Make attempts that are visually similar?</li> <li>• Use knowledge of a high frequency word to problem solve?</li> <li>• Search for more visual information within a word to solve it?</li> <li>• Use analogy to solve unknown words?</li> <li>• Use syllables to solve words?</li> <li>• Use prefixes and suffixes to take apart and recognize words?</li> <li>• Use inflectional endings to problem solve words?</li> <li>• Recognize most words quickly and easily?</li> <li>• Reread and use the sound of the first letter to solve a word?</li> <li>• Problem solve unknown words quickly and efficiently?</li> <li>• Work actively to solve words?</li> <li>• Use two or three sources of information together in attempts at words?</li> <li>• Use all sources of information flexibly to solve words?</li> <li>• Use all sources of information in an orchestrated way?</li> </ul>	
<p><b>5. Solving Words</b>  <i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Recognize a core of high frequency words quickly?</li> <li>• Recognize most words quickly and easily?</li> <li>• Use a variety of flexible ways to take words apart?</li> <li>• Use the meaning of the sentences to solve words?</li> <li>• Use the structure of the sentence to solve words?</li> <li>• Use some of the visual information to solve words?</li> <li>• Use known word parts to solve words?</li> <li>• Use sound analysis (sounding out)?</li> <li>• Use analogy to solve words?</li> <li>• Make attempts that are visually similar?</li> <li>• Use the sound of the first letter to solve words?</li> <li>• Work actively to solve words?</li> <li>• Use known words or parts to solve unknown words?</li> <li>• Use syllables to problem solve?</li> <li>• Use prefixes and suffixes to take words apart?</li> <li>• Use inflectional endings to take words apart?</li> <li>• Use sentence context to derive the meaning of words?</li> <li>• Use base words and root words to derive the meaning of words?</li> <li>• Make connections among words to understand their meaning?</li> </ul>	
<p><b>6. Maintaining Fluency</b>  <i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Read without pointing?</li> <li>• Read word groups (phrases)?</li> <li>• Put words together?</li> <li>• Read smoothly?</li> <li>• Read the punctuation?</li> <li>• Make the voice go down at periods?</li> <li>• Make the voice go up at question marks?</li> <li>• Pause briefly at commas, dashes, and hyphens?</li> <li>• Read dialogue with intonation or expression?</li> <li>• Stress the appropriate words to convey accurate meaning?</li> <li>• Read at a good rate—not too fast and not too slow?</li> </ul>	
<p><b>7. Other</b></p>	